Lesson 12 - Academic Integrity (Workbook pages 44-53)

L12
Outline (75 minutes)

1. True/False Quiz & Discussion
2. Look at Policy In-Depth
3. Rights and Responsibilities
4. Journal

Materials:
Workbook:
- True/False Quiz (p. 44)
- Academic Integrity Policy (p. 46-53)
- Students’ Rights & Responsibilities (p. 45)

Additional:
- True/False Quiz Teacher’s Master

Assignments To Be Collected:
- None

Homework:
- None

Goals/Outcomes:
- To increase students’ understanding of how Central Connecticut State University defines academic honesty
- To discuss students’ rights and responsibilities
- To learn how to appeal for a grade change

Activity 1: True/False Quiz & Discussion

Purpose:
- To have students understand what constitutes academic misconduct and the process for appealing grades
- To have students comprehend the value of academic integrity

Directions:
- Let’s begin by arranging the desks into a circle so that everyone can see and speak to one another.
- Today we are going to begin talking about academic integrity. But first, let’s discuss integrity in general. What does it mean for a person to have integrity? (Allow multiple
responses – if the students are having difficulty, prompt – do not give the answer! Build on their interpretation)

- Now, let’s talk about some events from the past 5 years or so in the news, pop culture, etc., that have brought integrity, or people’s integrity, to the forefront. (Some responses might be Clinton & Monica Lewinsky, ENRON, Martha Stewart, Kobe Bryant, Bush & the war in Iraq, etc.)

- Because of these events, integrity has become an important and highly visible topic. Integrity trickles down into the academic world, in the form of academic integrity.

- Now that we have an idea of what integrity is, describe academic integrity. (Again, solicit responses from the students before explaining it to them. Make sure the students focus on the positives of academic integrity such as doing their own work, handing work in on time, etc, as well as the negatives.)

- Since we have an idea of academic integrity, we are going to do an activity in the workbook.

- Please open your workbooks to page 44. It should say Academic Integrity at the top and have a list of 7 statements.

- One half of the class is going to complete questions 1-3 and 7. The other half will do 4-6. (Split the circle in half and tell which side should do which questions.)

- Listen to my directions before you begin. Read each true/false statement. Based on the information provided in the question, write down whether you think the statement is true or false and why. Underline the policy statements to back up your answer. Use what you know about the academic integrity policy and what you think the answer will be. You can work with another member of your group if you would like to. (Based on your teaching style, you can also have each student look up the answers in the policy and discuss with the group where the answer is located.)

- Academic Integrity is at the core of your learning at CCSU. These policies are designed for you to have the greatest intellectual gains from your academic experience. Cheating robs you of an opportunity to learn.

- When everyone is finished, we will discuss each statement.

(Allow 10 – 15 minutes for the groups to finish.)

Discussion: Ok, it seems as if everyone has finished. Who would like to read the first statement? (Have a student read the statement) For those of you who did not have to answer this question, how many of you think this is false? How many of you think that it is true? For those of you who did do this question, do you think it is true or false? Why?

(Continue this discussion for each of the items. Don’t cut off any discussion/dispute over items. It is important that they spend time in the discovery process.

Academic Integrity

True or false? Use the materials on the following pages to decide. Cite the information you find to back up your answer.
1) You are taking an exam in your psychology course and you realize that the person next to you is looking over your shoulder and copying your answers. You are not guilty of academic misconduct, but the person copying your paper is!  

“Knowingly allowing another person to copy from one’s paper during an examination” – pg. 46 under Cheating: Exams. Key word is “you realize.” What can you do about it? Cover your paper, move your seat, or tell the professor. Mention that from a professor’s perspective, we can not tell who cheated if we have two similar exams in front of us so the student must take action to avoid consequences.

2) You wrote a 5-page paper arguing against an issue in your political science class. Your composition professor assigns the same kind of paper three weeks later. The composition paper can be no more than 3 pages long. You edit the political science paper and hand it in. This is a form of cheating.  

“Submission of the same work or substantially similar work in more than one course without prior consent of the evaluating instructor(s)” – pg. 50 under Cheating: Improper Behavior. Many students may bring up how you won’t get caught – but integrity isn’t necessarily about getting caught, it’s about your actions and what you do. Also ask: Why are papers/assignments given to students? To practice research/other skills, make you learn more, expand your knowledge – how does handing in the same paper accomplish this?

3) Your professor discovers that you have not acknowledged the source of some information you included in your paper. You could receive an “F” in the course for plagiarizing.  

This discusses two topics. First is plagiarism – “Copying sentences....without using quotation marks or giving proper acknowledgement to the original author or source” – pg.47 under Cheating: Plagiarism. Why do we cite sources? There are three main reasons: 1. To give credit where it is due. 2. To give the reader (professor) another resource to gather information about an idea or topic written about. 3. Gives the paper “weight” or credibility. The more sources to back up the writer’s theories, the more legitimate the theory appears.

The second topic is sanctions (punishments) of academic misconduct. Sanctions available to faculty are listed on pg. 48 (F for the course or material, reduced grade, additional course work) plus assigning the Academic Integrity Workshop, reporting students to the judicial office (they are supposed to, but not all
faculty members do). The highest sanction at the university is expulsion (see question 6).

4) You state, in your own words, information you found while researching your paper. You list the source in your bibliography. This is plagiarism. T

You must also cite information in the BODY of the paper and not simply the bibliography. Three ways to put information from another source into your paper is direct quote, and précis (summarizing) or paraphrasing (to keep the flow of the paper, putting the information in your own words). All three ways must still be cited within the text – pg.51 under Understanding Plagiarism.

5) You have a lively discussion with a friend about an issue raised in your philosophy class. He has the same class, with the same professor, at a different time of day. You both hand in a paper on the topic and your friend uses your conclusions and your supporting arguments. He is guilty of cheating. T

Your friend should be giving you credit for your ideas. You both may be guilty of “unauthorized collaboration in the preparation of materials to be submitted for academic evaluation” – pg. 46 under Cheating: Improper Behavior. Unless a professor says you can work on an assignment together, you are not supposed to. Although today, students are encouraged to work in groups – it is all about keeping the line of communication open with the professor.

6) You can be expelled from the University if you are found guilty of academic misconduct. T

This is the highest sanction for academic misconduct at the university. All penalties are at the discretion of the judicial officer and each case is taken on an individual basis. If the offense is serious enough, a student can be expelled on a first offense.

7) You feel your teacher has given you a lower grade than you earned because of a disagreement you had during the semester. There’s nothing you can do about this. F

There is a grade appeals process that begins the professor (there may be a valid reason why the student has been given the lower grade & it is not because of the disagreement), then moves up to the department head/chair, dean of the college and then the grade appeals review board whose decision is final. It is a long and
tedious process and the student must PROVE they are worthy of the higher grade.

Discussion: Next class we will have a speaker from the Writing Center, who will talk to us about Citation and the various ways in which to cite. What are the reasons for citing information? (Solicit response from students?)

**Reasons for citing:**

1. **To avoid plagiarizing (you give credit where credit is due)**
2. **To add credibility to your paper (you can back up your argument by showing what others said about the same subject).** It also makes your paper more believable (it is difficult to write 30 pages of information without including any information from other sources. Ask yourself this question; Is it believable that you created all 30 pages from general knowledge? probably not)
3. **It allows others to look up your sources (in the event that someone is researching the same subject, they can easily locate and use the same sources).**

We will continue this discussion next class. Please come prepared with questions for our guest speaker.

**Activity 2: Looking at the Policy In-depth,**

**Purpose:**

- To give students a better understanding of the specific details of the academic honesty policy

**Discussion:** (Go over any parts of the policy not discussed during the true/false quiz, except do not spend time on plagiarism since the Writing Center will be coming in the following class to discuss that. Mention to the class the Writing Center will be present to discuss plagiarism.)

**Activity 3: Rights & Responsibilities**

**Purpose:**

- To give students a clear understanding of what constitutes cheating, the consequences of cheating and the appeals to grade change policy at CCSU
- To show why these rights and responsibilities are included in the handbook to guide the students’ academic experiences at CCSU

**Directions:**

- Let’s count off by 3’s all the way around the room. Remember your group number. Now please gather together as a group.
- Turn to page 45 in your workbook. It will say “Students’ Rights and Responsibilities in the Classroom.”
- Each group will present to the class one of these rights:
**Group One:** Right to Freedom of Expression

**Group Two:** Right to Adequate Instruction

**Group Three:** Right to Proper Academic Evaluation

- Here is the outline for your presentation: *(write on board)*
  - Explanation of the “right” described.
  - Explanation of the student “responsibility” described.
  - Create your own example of a violation of the “right” and describe the process a student should follow to resolve the conflict.
  - Create your own example of a student violating his/her “responsibility” and describe the potential consequences of this violation.

- You will have about 10-12 minutes to prepare for your presentation. Each group will have about 2-3 minutes to present.

- I will walk around and help as you need it. Please do not just copy what the workbook says—you will be “teaching” this to the class, so you must use your own words.

(Allow 10-12 minutes for the students to come up with their scenarios.)

**Discussion: Group Presentations**

*(Their presentations should be ready after 10-12 minutes of preparation. Remind them that they have 2-3 minutes to teach the material. Allow each group to present the material. After each mini lesson is taught, reiterate the main ideas and clarify anything that may have been confusing. Give each group positive feedback on their presentations when appropriate.)*